THE CAMPUS

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LIBRARY COLLEGE
OCT 20 1969

Moratorium At Middlebury

Approximately 500 students and faculty members attended Wednesday's Memorial Service and Convocation in Mead Chapel. Many more listened on radios. Speakers explored the relationship of the war to the local community as well as to the nation.

Afternoon activities centered around organized discussions. Some of the topics explored were: "The University and Society," "The Economics of War" and "The College and the Community."

A group of students got together on their own and set up desks at which people could send letters to the President and Congress. Other students canvassed downtown for signatures to an anti-war statement.

Several of the prepared speeches given at the Convocation are reprinted blow.

The College And Society: Liberal Education Reform

By Paul Nelson

The moratorium on the war in Viet Nam has wisely been broadened to include the theme of the relation between the college, let us say the practice of liberal education, and society. I say this is wise because there is a crucial difference between an academic community and the political community. So far as I am concerned here today, the moratorium constitutes a particularly useful occasion for the consideration or reconsideration of educational matters.

I say these things not from the standpoint of political science, though I am a political scientist, and also not from the standpoint of a citizen, though I am a citizen: I speak from the standpoint of liberal education.

I want to offer brief comments on two points, first, a kind of diagnosis of the situation of liberal education, second, a kind of proposal with respect to its reform. If my diagnosis is mistaken or if my proposal is unsound I would beg as Socrates did in the Republic to be punished in the only fashion truly appropriate among men who want to know the truth, and that is to stand corrected, in the strict sense of the term.

I presuppose that there is a difference between political life and intellectual life, even those

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Liberal Education and Politics

By MURRAY DRY

Reflection on the particular actions leading up to this moratorium day reveals a variety of opinions on and a confusion over two general activities: the nature of political life and the nature of liberal education.

Consider Vietnam as an illustration of the confusion over the nature of politics. While our involvement began after the Second World War when the French, our European allies, were trying to re-establish their influence over the area then collectively called IndoChina, Vietnam did not become a crucial political issue for us — i.e. it did not arose the American public, until President Johnson decided to send American troops into South Vietnam to maintain a non-Communist government.

Protest against the war increased as American involvement, and especially the draft and the casualties, increased, and each with no apparent success. Until May of 1968, when President Johnson surprised everyone by withdrawing from the Presidential race and announcing a halting of the bombing of North Vietnam, military victory was our goal. Since then the goal has been a political or negotiated settlement. There are no more hawks but there are varieties of doves.

The moratorium day and some of President Nixon's remarks, over simplify the lines of controversy. Many participants in this day's activities fervently desire peace; President Nixon has written in an open letter to a student at Georgetown University that "I ardently join all Americans in working toward that goal."

To avoid beating around the bush, however, we must consider two other remarks which the President made which put him at odds with many, although certainly not all, of the moratorium participants. Respoding to Randall James Dicks' suggestion that the President's recent press conference remarks that "under no circumstances will I be affected whatever" by the demonstrations on October 15 were "ill-advised," President Nixon distinguished public demonstration from public opinion: "To listen to public opinion is one thing, to be swayed by public demonstration is another;"

Second, after recognizing the right of public expression, the

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To the Parents of Middlebury College Students:

We invite you to get a closer look at your son or daughter's life through the Middlebury **CAMPUS.** The content of the newspaper may not always please you, you may worry about the attitudes or take issue with the viewpoints, but you will be better acquainted with the college.

Middlebury is changing and growing rapidly. The student Senate is broadening its scope to include issues of community responsibility, and curriculum as well as student life. The faculty is reviewing its tenure procedures and taking a new look at their role in the governance of the college. Students have been granted voting membership in faculty committees. The Coalition, a newly formed student organization, is questioning recruitment procedures, the role of the trustees, and the validity of college political neutrality. This year a special committee has been charged to study the structure of the college, the role of the various members in the community, and "To make recommendations to the President and Board of Trustees for such changes as the Committee believes to be most conducive to the fulfillment of the College's purposes." We record and in-

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Parent's Letter

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terpret the issues confronting us, we serve as a catalyst in some issues. Middlebury is our home as well as our school. It is where we become accomplished frisbee players, where masses of dogs defy the leash law, where thirty songs mingle outside dorm windows, where the first snowball is the occasion for crowding the chapel walk with apparent suicidals on trays, where spring arrives just before June commencement.

We ask you to take part in our lives — in the life of the college. The **CAMPUS** is mailed to your home each week. We think that because you are interested in Middlebury College, you will be interested in the Middlebury newspaper.

Morning Convocation Audience

The College and Society

Continued from page 1

parts of intellectual life which are devoted to the study of politics. The difference is this: whereas political life is devoted to the urgencies of common life, intellectual life has the peculiar capacity of being detached, which means not only being at a polar opposite to immediacy and urgency but more importantly of comprehending or divining the meanings of deteachment and immediacy.

One of the central difficulties of our contemporary situation is the frequent confusion of these categories of existence, a confusion which manifests itself in the demand for the relevance of liberal education. That demand is brought on by the wish to affect political and social life.

I would submit there is a true relevance and a sham relevance, and that it is the duty of liberal education to distinguish between the two and to defend and promote true relevance. The demand for relevance has in it both the possibilities for the changes it intends and also the latent possibilities of a change, not in the first place intended by reformers but one I believe would work to improve liberal education.

What I am driving at is this: I see in the demand for relevance not only a demand for political change but also a demand for personal relevance. By personal relevance I understand a connection between what is taught and the moral and intellectual needs of the individual.

But relevance is a very tricky concept, as are its correlative concepts of need and concern. Relevance is the quality of a relation between what is taught and the character of needs, either in society or in the learner who wishes to alter society. As ordinarily understood, the character of the learner who demands relevance is devoted to action. Hence relevance will be the quality of the relation between a man who wishes to know how to act well and the instruction he receives about the principles of action.

But you will notice that I have made a crucial substitution, one I think must be made in the name of true relevance: I have inserted "acting well" for mere action. Not only are these not identical, but it is the demand of the learner who wishes relevance that he be taught how to do what he already wants to do, or what he already supposes needs to be done.

Is my substitution of acting well for acting defensible? I believe that it is. I hold that the claim for a relevance to needs already set, whether it is supposed they are set by society or polity or psyche, is a sham relevance. The true relevance relates to or satisfies the true needs. It appears to us that we know the true needs, but we may be mistaken. But then the question is, what are the true needs, not only of society, but also of our own souls, which may be the neediest beings of all.

I say that without for a moment minimizing the problem of material poverty and the roles of science in striving for solutions to that problem. But as Plato showed us in the case of the phenomenon or activity of love, which has many objects, between which there is a hierarchy of higher and lower, so I would say there are many kinds of poverty, one of which liberal education has rightly been understood to alleviate: namely that form of poverty which is ignorance.

So I say that the demand for relevance provides us all with an occasion for considering, for thinking about, the character of our present neediness. I presuppose that we will mainly think about the varieties of neediness. While anger, moral outrage, and their outcomes in spirited action are natural components of politics, they are not equivalent to thought, and while they may move us to thought, they may also be impediments to it.

One need not accept the presupposition of thoughtfulness, and one version of activism quite explicitly rejects this presupposition, but if men do no accept it, I do not see what there is any longer for us to do here.

My proposal is simply this: to begin, as soon as possible, a reconsideration of the meaning of liberal education, on the model of past views of Cardinal Newman, Robert Maynard Hutchins, and Alfred North Whitehead. The particular desiderata of such a reconsideration are that it should cope with two large issues, first, the relation between learning or practice, or between academia and society, and second, that it cope with the integrity of the learning process itself.

We pride ourselves, or declare to ourselves, that we are a community of learning. But there is in our times a very, very

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– NEWS SHORTS –

Winter Term Internships

Starting this year Middlebury students will have an opportunity to get on the job experience in their major field of interest. The Internship proposal is "designed to be a practical field experience in a significant area of professional or service activity" and takes the place of a Winter term project or class. In order to apply for an internship program the student must be sponsored by a member of the college community. An on site supervisor oversees the student and submits a report at the end of the term to Dean Cubeta, Chairman of the Curriculu mCommittee.

At present only three students are involved in the project and contacts with various industries are limited but it is hoped that by next year more students will be able to participate and more alumni will volunteer their services broadening the program.

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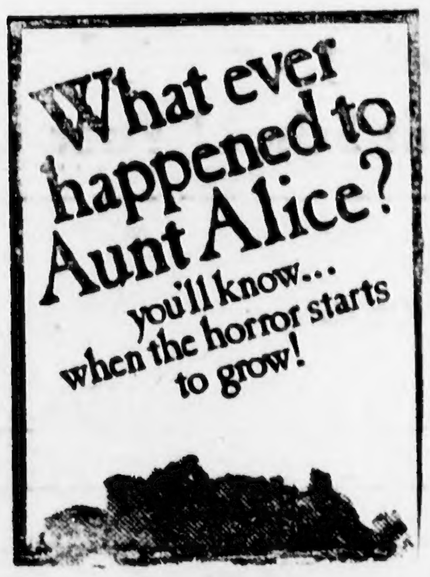

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Liberal Education

Continued from page 1

President went on to state his concern for short term and long term, domestic and world-wide, and direct and indirect consequences of American action. Included in these remarks was a er-Scientist" Professor George dig at that eminent "Philosoph-Wald of Harvard, who gained nation-wide acclaim for his pithy answer to the knotty question of how we get out of Vietnam: "In ships!"

It appears that not only do many participants in this moratorium day disagree with President Nixon's response to the moratorium, but they might also adhere to George Wald's solution. Still, in each case an argument lies under the surface and its correctness depends on a thorough understanding of politics in general and a complete knowledge of the circumstances surrounding this particular action.

In the first case we must inquire into the relationship between consent of the governed and the constitutional obligations of office, especially the office of the President as commander-in-chief of the armed forces and as chief executive. In the second case we must consider what we stand to gain and to lose by immediate withdrawal as well as by a gradual withdrawal in concurrence with either negotiations or a strengthened South Vietnamese army.

Both the issue of consent and the appropriate strategy for withdrawal point to a more fundamental question: when if ever is war justified? This finally brings us face to face with the political question par excellence: what is justice? The objection to the war is, at least among the more vocal opponents, that it is immoral, is not right, wrong or unjust. This presupposes a knowledge of justice, however vaguely it has been considered. Does the basis for this judgment, again for many, not at all, not lie in a humanitarianism which demand an equal treatment of all men and a respect for all ways of life as equally valid? world government to actualize the condition of world peace and universal equality?

Certainly for others who oppose this war as unjust, other wars may be just. This only confirms the complexity of political questions and the ultimate necessity of recurring to the nature of justice, if we wish to do something more than assert, a mere opinion.

These remarks about politics direct us to the second activity that is connected with this day's activities and surrounded by confusion as well: the nature of liberal education. The Faculty, after a full and intense debate, which was carried on in an atmosphere of mutual respect, preceded its vote to support the moratorium day program with a vote for the following: that on certain public issues it has the right and duty to take a stand; that Vietnam constitutes such an issue: and, finally that the war should be terminated.

On this last vote, which was carried by a substantial majority, there were nonetheless many abstentions. This indicated that a substantial minority of the faculty disapproved of the entire activity of voting a posture on Vietnam. The reasons given in discussion varied: would this bind an individual? Was this kind of a vote on a matter not under the faculty's jurisdiction and not touching its duties as faculty, appropriate? What of the propriety of non-U. S. citizens who were faculty members voting in such a matter? Did that not also suggest the inappropriateness of the vote?

These interesting and important particular questions on the relation between the college and political life point to an even more important and more difficult one: what precisely is our job? The simple answer education, and let us even say liberal education, points to the central problem confronting all institutions of higher education in America: what is liberal education?

The best answer I know is the following from Leo Strauss, which has guided me as it has all of Mr. Strauss's students:

Liberal education is education in culture or toward culture. The finished product of a liberal education is a cultured human being. "Culture" (cultura) means primarily agriculture: the cultivation of the soil and its products, taking care of the soil, improving the soil in accordance with its nature. "Culture" means derivatively and today chiefly the cultivation of the mind, the taking care and improving of the native faculties of the mind in accordance with the nature of the mind. Just as the soil needs cultivators of the soil, the mind needs teachers. But teachers are not as easy to come by as farmers. The teachers themselves are pupils and must be pupils. But there cannot be an infinite regress: ultimately there must be teachers who are not in turn pupils. Those teachers who are not in turn pupils are the great minds or, in order to avoid any ambiguity in a matter of such importance, the greatest minds. Such men are extremely rare. We are not likely to meet any of them in any classroom. We are not likely to meet any of them anywhere. It is a piece of good luck if there is a single one alive in one's time. For all practical purposes, pupils, of whatever degree of proficiency, have access to the teachers who are not in turn pupils, to the greatest minds, only through the great books. Liberal education will then consist in studying with the proper care the great books which the greatest minds have left behind — a study in which the more experienced pupils assist the less experienced pupils, including the beginners.

Strass hastens to point out that current understanding has converted culture from a singular to a plural term: a culture is understood as any pattern of conduct common to any group. This democratization of culture goes hand in hand with modern democracy, which is not mass rule but mass culture, that is "a culture which can be appropriated by the meanest capacities without any intellectual or moral effort whatsoever and at a very low monetary price."

We need look no further than the TV for our mass culture. And this is where liberal education comes in; it is the "counter-poison," Strauss says, "to the corroding effects of mass culture . . . it is the necessary endeavor to found an aristocracy within democratic mass society:" It "reminds those members of a mass society who have ears to hear of human greatness."

Now the parts of the democratic aristocracy or aristocracy wrong? In addition to the breaking down of an older form of primary education which stressed the formation of character, the universities have lost sight of liberal education, and hence become multiversities without purpose. The students, just as patients before the Doctor, feel the pain but cannot diagnose the disease and hence cannot prescribe the remedy.

within a mass democracy are you the students of Middlebury College as well as those students in other institutions of higher education in America. These colleges and universities aim not simply to equip you for life, but to assist you in the cultivation of your minds so you may live a good life.

As Alan Bloom, a student of Strauss' and himself an eminent teacher, notes, you have more talent and more opportunities

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Liberal Education . . .

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rican foreign policy after World War II, Dean Acheson came under heavy, unfair, and even vicious attack from the right after the Chinese Communists under Mao drove the Nationalists under Chaing Kai Chek from the Mainland. The then Congressman Nixon participated actively in the Algier Hiss conspiracy case and in the general harassment of the liberal members of the State Department.

Hence we ought take special note of Acheson's remarks of warned us about "the attempt being made from so many sources to destroy Nixon. "I think we are going to have a major constitutional crisis if we make a habit of destroying Presidents. We'll have the situation we had after the Civil War, when the Presidency practically disappeared-from Andrew Johnson to McKinley."

We as a faculty can help you as students by examining serious political questions seriously and without ire or zeal; by assisting you in deliberations toward informed judgment we can also cure you of a serious and widespread impediment to both liberal education and politics: a dogmatic moralism which is closed to man's true excellence, autonomous thought, and destructive of much that is politically good while devoid of any constructive political action.

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Teush At The Convocation: "On Growing Up American"

BY BERT TEUSH

Growing up American is a painful process. The possibilities the future holds are to say the least a bit uncertain. I quite frankly entertain the thought that one day I will either find myself fighting in or defending myself from a revolution, a civil war; or else, I will find myself in a technocracy of which I am blissfully and at the same time perilously ignorant; or else, since I am neither revolutionary nor fundamentally reactionary, I fear most finding myself one more mediocre voice in a large and apathetic center, committed neither to action nor to free contemplation, stagnating, led to an awful apathy by awful (in the true sense of the word) apathetic leaders.

For a long time I have known that de Toqueville was right when he observed more than a century ago that democracy, our democracy, was based on consensus and therefore gravitated from extremes of thought and action to a mediocre center.

Growing up American I sometimes wonder if democracy and mediocrity are in fact synonymous. Never has my fear of mediocrity been quite so intense as when in following the trial of the Chicago activists I saw quite clearly that our jury system was also based on mediocrity. That is to say one man is qualified to judge another man only if he is disinterested, uninformed, neutral, only if he has not or choses not to manifest a single opinion, a single belief that may be antagonistic to objectivity which seems to me tantamount to ignorance.

And I fear mass movements. I fear crowds and the mob ethic. I fear the Living Theatre and I fear Julian Beck who suggests that anyone may do anything he pleases to do without training, without discipline, without compulsion to perfect himself or submit himself to critical scruitny. I fear the sort of anarchy that makes any argument absurd. Nor will I ever forget one sentence buried in Richard Hofstadter's **Anti-intellecutalism in American Life:** "an undergraduate in a solemn paper on modern culture wrote: "The world will never be saved until the individual comes out of the group **en masse.**"

I fear also the recent attack in **Newsweek** on college and university English departments, declaring catagorically that they have become irrelevant — irrelevant: one of the vaguest and most damaging words coined for the sixties. That article drove me to ask myself why I want to spend my life dedicated to the study of English Literature. It seems important, growing up as I am an American college teacher, that I provide at least myself with an answer.

The answer (at this moment) seems to be this: There are a great many minds I will never meet: Donne, Shakespeare, Blake, Milton, Wordsworth, Yeats, Stevens, Joyce are dead. I feel personally that it would be a disgrace not to meet them. Not that they will tell me how to live my married life. Not that they will divinely inspire me to solve our national and domestic agonies. But for another reason. In the very process of reading I am required to accommodate myself, my mind, my spirit to another's alien from my own. I, in order to read properly and productively, cannot bring my own biases and tastes and limited moral vocabulary to Shakespeare, Joyce, Stevens or Yeats. I must learn anew each time. I must rise to their level, not bring them down to my own I must learn to see through another's eyes and speak through another's mind.

It is this reading as a student of literature, this need for imaginative sympathy and empathy, this need to adapt myself not intuitively or carelessly but rather consciously and rigorously to another's mode of thought that seems the last defense of the individual will against the maxim that in a way is responsible for the fact that we as a nation cannot tolerate a political hero, that we must gun him down rather than deal with him rationally, that we as a nation indeed deserve the aimless, flacid, compromising leadership we are getting at the present moment — the maxim is this: "Public sentiment is everything. With it nothing can fail. Without it nothing can succeed."

But what of Vietnam? For me it is a crucial issue, an issue that seems to me has the chance to revolutionize the American scene. Why? The reason is this: **The issue of the war and the war protest movement has for the first time established the intellectual left as prophetic.** For the first time the intellecual dissident has become the avant garde for what has in turn become, as signified by this day, a national movement. In short, I hope and in this chapel it seems appropriate to pray, that the intellectual establishment and the intellectual elite have become politicized; that they may through the issue of the war actually find an effective and validated political voice and may in

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Teush At Convocation On Growing Up American

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some future time exert some real political influence. That, as I said, is simply a hope and a prayer for a new mode of leadership in this country.

But what about the war, specifically. **The New Republic** invariably provides a weekly box score of Nixon's ineptitude. And it is clearly this ineptitude that we must rightly fear and it is this ineptitude that not only will but must prolong the war.

It is only the preoccupation with Vietnam, little as that has produced, which accounts for the bumbling performance elsewhere. After the West German polls closed, Mr. Nixon sent off a congratulatory cable, but to the wrong man, to Mr. Kiesinger, not to Mr. Brandt. Europe might as well not be on the map.

N. R., October 18, 1969, p. 6.

Apparently Mr. Nixon cannot afford to end the war. But by his guileless, insulting and in truth false disregard of the moratorium activities his strategy becomes clear and insidious. He is a marshmellow. His diplomatic profile will not be changed. If he gives an inch in one direction he will be sure to take it back in another. Astride the fence, he hopes to numb the country into apathy. He is so unresolved, so unopinionate, so without moral scruple, so stumbling on so many fronts, that one can only conclude that his first term as president is dedicated to one proposition and one proposition only: a second term. He wants to fill Eisenhower's shoes. And in spite of the tone of the sixties he is quite consciously trying to massage this country back into the fifties.

His galling claim yesterday made public that the war will be over in three years will be countered in a matter of weeks or days or hours, with some gesture to the dissident camp which in turn will be contradicted or vitiated by a gesture to the advocates, not of the war, they are decreasing in number, but rather to those like Spiro Agnew who propose willingly or unwillingly an honorable end to a dishonorable war.

The moratorium does not, as has been suggested, make Mr. Nixon's policy decisions easier by suggesting that there is a large and influential constituency that will support his rapid withdrawal of the military from a civil war zone. On the contrary, he seems bent on waiting for the hawkish and-or moderate camp to be wittled away slowly, over a three year period, until, he may at last declare before he comes up for reelection that the war is over. By then who will care? By then we will be too numb to care. By then he will have successfully finished his own private and insidious moratorium on domestic policy making.

Clearly Mr. Nixon cannot afford to end the war for his close supporters are in no way ready to support him in easing the country's crushing domestic problems. Without the buffer of a confusing, complicated and distant war he will have to hear the full brunt of liberal and radical indignity on issues that are clearer, more imminent, as damaging as the loss of American life in a war of political self-preservation. Nixon has thought too long about having the presidency. Growing up American I fear that he will preserve the office at the expense of the nation which that office was created to lead.

In the mean time what can we do to preserve our moral integrity, our academic freedom, our sense of patriotism and responsible citizenship? Perhaps we could mass in front of this chapel and march on Washington. But truthfully we would never make it. Not that our endurance would fail us, I have grave doubts, rather, that we would make it through Vermont and northern Massachusetts deeply entrenched right wing milita.

Rather let us confront the issues of college governance, the issues that will determine how this college is going to see itself and its student body through this complex period of national adjustment. The administration the faculty the student body must continue as it has started so boldly to do addressing itself to the creation of some real and unshakeable standards by which this college will be run. We must not compromise with easy relevance nor modish courses, lack of rigor in our educational policy. We must eliminate so-called gut courses, if there are any left. We must champion as individuals and as an institution the free and open inquiry into the problems of history, literature, social and natural science. We must in short create responsible citizens, fair minded intellectuals. If the college can prepare itself we will be ready to receive the students of this country after we emerge from this dreadful period of indecision and inactivity, of political trickery. We will, I hope, have the chance to grow up American, not stagnate as a country and as individuals in a painful period of adolescence.

Woody Jackson passes.
Photo by Temple

Society . . .

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serious question regarding the nature of that community. It has become urgently necessary to consider the relations between the studies, between, for example, the liberal arts and the liberal sciences, with a view to classifying their matters and manners of study.

There may in fact be no relations at all, either of matter or method, but this in itself would be a beneficial finding, for liberal education now suffers not only from the pressures of society, from establishment and anti-establishment, but also from the divisiveness of specialization. Without the kind of inquiry into inquiry that I purpose we will, because we must, continue to drift apart, hiding in our various departments, fondling our mental privates instead of joining in the conversation of civilized men.

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— NEWS SHORTS —

At the College Council meeting last week, President James I. Armstrong and Carroll Rickert, Jr., the treasurer of the College presented the College's financial statement. Included in the statement are the total expenditures and total income (students contributing 71%) of the 1968-1969 school year. Chairman of the Student Senate Karla Baehr suggested that the budgetary figures which are made public are totally inadequate for any student trying to make an objective assessment of one College's financial priorities. She suggested that figures be made public showing what each department of the College receives, and how that money is spent (though salaries amounts would remain confidential.) In response to a question by Steve Early, President Armstrong said that the question of student and faculty representation in deciding financial appropriations would be a matter for the Committee on College Governance to decide.

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Memorial Service

Liberal Education . . .

Continued from page 3

than any previous generation of young people. What has gone Listen to Doctor Bloom:

Universities once presented a view of the ends of life, and the studies pursued were directed to those ends. They were preserves for the encouragement of the higher human alternatives. To become pious, wise, or prudent were the goals. At different times one or the other dominated, or they were competing with each other. The mereyl technical things were not a part of the university. Now all agreement about the goals has disappeared. But that is not what is serious. For the university could still be the place where they are debated, where one learned what is necessary to participate in that debate in an informed way.

The serious problem is that our studies do not even raise these questions any longer. To be sure, many professors speak out on the great issues, but very few as a result of their learning. They speak as private men; their sciences teach them little about those issues which are admittedly so important. The trivial is well known; the great is left to passion and personal taste. The university is in better possession of the means to ends than ever before; but never has it been able to shed so little light on these ends.

Bloom concludes by noting that the current demand for diversity as the final goal is self-defeating as it does not take any of the alternative ways of life seriously enough to consider that one might be superior to another.

The quest can never be for diversity but must be for the truth - the truth about the highest good and the end of life. Diversity will take care of itself, given the various talents and characters of men. Never has there been so much talk about diversity and so little true difference among men . . . the only true diversity comes from the difference of principle about the final ends - serious thought and conviction about whether, for example, salvation, wisdom, or glory is best. This we lack and it is the function of the university to maintain the awareness of these alternatives in their highest forms. We have all the negative conditions of freedom. Our young can think or do almost anything they please. But in order to act differently one must have ideas, and this is what they lack. They have access to all the thought of the past and all of its glorious examples. But they are not taught to take them seriously as living possibilities for themselves. This is the problem of our educational institutions.

This discussion of the nature of politics and liberal education suggests the following relation among the two. A liberal education consists in the cultivation of the mind and will remain a preserve of the few even in a mass democracy. Not all men have the time for it, to say nothing of the interest or inclination.

While a liberal education constitutes the only correct training in citizenship, which means ruling in the active sense, the following points must be kept in mind. Political life concerns all men, the many unwise as well as the few wise, and it requires definite action at a given time and place under given circumstances. One must have the capacity to act quickly and "with firmness in the right."

Full theoretical knowledge is hardly ever necessary nor is there ever time for it. Men of vast theoretical knowledge may be lacking in practical wisdom, just as men who would not harm a fly might ruin their country. The following excerpt from Dean Acheson's new book, **Present at the Creation**, illustrates this point with a sketch of President Truman and Robert J. Oppenheimer, Nobel prize winning physicist and major figure in the development of nuclear energy:

Immediately after the war I had a great deal to do with nuclear scientists. There were poeple like Robert Oppenheimer, whom I admired very much. Oppie was one of the most naive people I knew. How he reached his age and knew as little about the outside world as he did, I don't know — though he was extremely cultivated and read widely in many languages.

I accompanied Oppie into Truman's office once. Oppie was wringing his hands, and said: 'I have blood on my hands.'

'Don't ever bring that damn fool in here again,' Truman told me afterward. 'He didn't set that bomb off. I did. This kind of sniveling makes me sick.' It made me slightly sick as well.

What also made me sick was the scientists' feeling that by making a bomb they knew everything there was to know about foreign relations and could bring peace to the world.

Returning to the present pressing issue of the day, these remarks are intended to support the fairest and fullest inquiry into the nature of politics in general and Vietnam in particular. But the correct judgment about the appropriate political action as well as the appropriate means of carrying out that action requires a consideration of the importance of a moderate temperament and an absence of righteous indignation, often informed more by passion than knowledge.

This is especially important with respect to our political leaders. As Secretary of State under Truman and key figure in Ame-

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BASS WEEJUNS & BOOTS

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ROTC Flyboys

What Goes Up Must Come Down

THE MIDDLEBURY COLLEGE ROTC Flight Program resumed training this fall at the Middlebury Airport. On hand for the program this week were Maj. John Dailey, advisor; Stuart L. Parnes, Gardner, Mass.; Jeff Sturges, Oberlin, Ohio; Lt. Col. James Hefti, commander of the Middlbeury ROTC unit; Al Quesnel, chief instructor, and airport operator; Larry Colvin, Newton, Mass.; Paul Bohlen, Watertown, Conn., and Maj. William Matz, advisor.

Senate Petitions College To Save Recitation Hall

The Student Senate petitioned the College Sunday night to suspend the planned destruction of Recitation Hall. The Senate voted 19-0 to ask for time to study possible redevelopment of the wooden structure as a Craft Center and Theater Workshop.

A new constitution for the Student Educational Policy Committee (SEPC) passed unanimously. The SEPC will "concern itself not only with the immediate academic demands and the problems of educational policy, but even more with the broad view of the College and the long term interests of the students." The SEPC will be composed of 13 members: 3 from each of the three upperclases, 2 students from the Curriculum Committee, 1 student from the College Admissions Comitee, and 1 of the four students who meet with the Trustees' Undergraduate Life Committe (usually Senate officers.) The Senate chose Karla Baehr to fill this position.

The Senate passed parietals proposals from Hepburn, Painter, and the Women's Residence calling for the maximum parietals.

Battell Center proposed parietals extending from noon to curfew. The proposal also contained strengthened controls on visitors, including a system whereby a male visitor must contact by intercom the woman he wishes to visit, and be accompanied by her into the dormitory. Strengthened curfew regulations were proposed in the form of a late minutes system. The dormitory was plagued earlier this year by unwanted male intruders.

Lengthy discusion ensued concerning the role of the Senate in student life. The Senate expressed doubt that it should prohibit dormitories from self-imposed regulations that are more strict than is usual. But the Senate felt that the women who voted for the proposal might have been unaware that there were other alternatives. The proposal, as submitted to the residents of the dorm, barely passed by the required two-thirds margin. It was returned to the Dorm Council to be reconsidered.

The Senate had been asked by the College Council to vote on a revision of the moratorium proposal that it passed last week. The wording had been changed so that the College would not officially cancel classes. The Senate refused to reconsider its original proposal concerning the moratorium. The Senate saw no need to pass the revised statement in the belief that the original proposal inadequately stated the Senate's views on the moratorium issue.

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Editorials

Fine Arts

Interest in the Fine Arts and related arts and crafts has grown tremendously at Middlebury during the last few years. The Art Department now has the largest enrollment of any department in the school. There is much student interest in initiating courses in photography and sculpture. Interest has also been expressed in creating facilities for extracurricular work in a variety of crafts. The Johnson Building, though it offers four times the space of previous facilities, is barely adequate to fill present student needs. Every inch of space is being used and crowded conditions are a growing problem.

Earlier this year Dean Wonnacott and Mr. Hinman toured the entire campus to determine how much space there is available for housing student activities. There is particular need for space for craft shops, dark rooms and a theatre workshop. Both of these activities are presently carried on in truncated fashion in the Johnson Building. Dean Wonnacott and Mr. Hinman came to the conclusion that the only possible site for the needed facilities is in Recitation Hall.

The College wants to tear the building down, because it was built during WW I as a temporary structure, and because it no longer houses academic departments. Mr. Hinman is preparing a proposal to the President urging that Recitation Hall be preserved and converted into a student activities center. This function can be filled by no other building on campus including the new Social and Eating units. It is essential the new found creative interests of the student body be encouraged. Recitation Hall could house a complete student activities center with a great deal more to offer than pleasant facades.

Recruiting

Last year a group of students picketed the CIA recruiter when he arrived on campus. They were demonstrating their opposition to that organization, its activities and what it stands for. But they were also protesting the college's policy on recruitment. The CIA has a record of covert direction of university projects and subversion of national student groups. Yet they are permitted use of college facilities while refusing open discussion with concerned members of the college community.

Some demonstrators demanded that the CIA and other objectionable organizations be barred from recruiting on campus. Such action would compromise the principle of academic freedom.

However, businesses and government agencies do not claim a right to come to Middlebury, they ask a privilege — a privilege granted them as a service to students. It is wholly fitting, therefore, that recruiters operate here with the understanding that they are serving a community dedicated to critical inquiry. It would be reasonable and valuable to insist that representatives agree to submit to open discussion with students and faculty if there is sufficient interest and notification in advance.

The CIA recruiter will be here Oct. 30. Hopefully, he and representatives of other controversial organizations will be available for public discussion. Surely there is a place for open dialogue in the "service function" of the college.

The Campus

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Goldman's "Emerging American:" Ambivalence at the Craggy Incline

By KARIN ABARBANEL

The contemporaries of any particular period in history are prone to view the accomplishments of their society and their own contributions to its progress, not with enlightened objectivity, but rather, in Eric Goldman's words as a, "self-gratified distortion." It is mainly for this reason Professor Goldman asserted in his lecture, "The Emerging America," that most people are unaware today, "that sometime in the early nineteen-fifties we passed into a new era of American life . . . a fundamentally and crucially different era."

Goldman believes that the effect of this era on contemporary America is as crucial in, "the creation of a certain type of American who was very influential in setting the values of the whole nation," as Frederick Jackson Turner believed the existence of the American frontier to be.

The frontiersman, until the year 1900, was, "the quintessential American;" it was his, "practical incentive, turn of quick mind to find experience, that masterful grasp of material things, that ruthless, nervous energy, without any great artistic drive, that dominant individualism, working for good or evil . . ." which characterized the American intellect at that time.

After 1900 Goldman suggested, the U.S. passed into a second period of development, an urban period, in which a new type of American shaped the dominant values of our society. It was this new "urban American" who formulated the attitudes and policies of the U.S. in the nineteen-twenties, thirties and forties, in the Depression and World War II. However, Goldman suggested as his thesis, that "although we continue to talk about America as an urban nation and the urban period of American life, we are actually entering a third period . . . beginning in the nineteen-fifties and nineteen-sixties . . . the metro-American period."

The Creation of The Metro-American

The forces creating the Metro-American are profoundly different from those which influenced his predecesors, the frontiersman, and the urban-American. The enormous wealth of the U.S. is a major factor in the metro-American's life; it is not merely the existence of affluence, which affects 80 percent of the nation today, but that, "80 percent of our people have come to assume that affluence is a natural way of life . . . what we are developing today is the psychosis of affluence." Another crucial factor in the character of the metro-American is the immensity of the U.S. educational system, and the number of educated it produces — one in every seven Americans today is involved in some way in the process of education.

The importance of education as an influence in the nation is suggested by Goldman's statement that, " . . . the American college is essentially and to an extraordinary degree, perhaps to a greater degree than in any other nation, a kind of offbeat institution where a set of values are suggested and impregnated which are quite different from those of activist, business America."

Goldman also suggested that another potent factor in the creation of modern American values is the shift somewhere between the years of 1952 and 1953, in which more than 50 percent of the nation's workers became engaged in service, rather than production industries. The production worker or the owner of a production industry identifies with and attaches a value to, the creation of material goods and to the goods themselves, which the service worker cannot share or perhaps even comprehend. This leads to the fundamental divorce of the production and the service mentality and to pressures which have been responsible for the creation of a different type of American.

The most important factor in the creation of the metro-American, echoing the separation of service and production industries is, in Goldman's opinion, a radical shift in the nation's philosophy. The America of the early twentieth century was characterized by a pervading conservatism expressed in the simplistic assertion, "that there are certain things which are absolutely true, absolutely good, absolutely beautiful . . ."

The reaction of the Liberals in America to this inflexible, absolutist doctrine was the advancement of a philosophy of "relativism" espousing principles in direct opposition to those of the Conservative, and the result was equally negative, the reduction of, "liberal propositions as well as conservative propositions to relativistic doctrines that had no inherent truth, good, morality, decency or anything else attached to them, and a wave of relativism swept this nation. It swept particularly over the young people . . . now in their thirties or early forties coming into these metro-American areas . . ."

The Character of The Metro-American

It is Goldman's contention then, that a series of opposing forces and factors: affluence, the values engendered by higher education, the shift from production to service industries and conflicting views of the values of material production, as well as the fundamental philosophical conflict between the Conservative absolutist doctrine and the Liberal relativist credo, have been instrumental in the emergence of the new metro-American.

The metro-American is not

Continued on page 12

Vermont State Symphony Performs Under Direction of Professor Carter

By MICHAEL SCHUTT

Last Sunday night in the Field House, the Vermont State Symphony Orchestra, under the direction of Dr. Alan Carter, gave an admirable performance of several difficult pieces. The program encompassed an excellent variety of periods to please every taste, and the orchestra demonstrated its versatility by being able to perform them all well.

The first number on the program was a contemporary work, **Song and Dance for Orchestra,** by Ernest Stires. The strings managed to produce a lushness in this piece which sounded fuller than would normally be expected from such a small group. The orchestra as a whole handled the sustained dissonance in an effectively matter-of-fact way, not overemphasizing or playing down anything unduly. The rhythms were generally handled with reasonable clarity, but the percussion, here as in other places, tended to become so loud as to obscure the rest of the orchestra at times. The individual players are also to be congratulated on the smoothness with which they executed some extremely difficult, wide-leaping lines.

This selection was followed by the Beethoven Violin Concerto in D major, with soloist Joseph Schor. The solo part of this concerto is well-known as one of the most difficult in the literature, but the soloist showed himself capable of performing it quite well. He tended to go off pitch slightly in the cadenzas, but his high notes were well in tune with the orchestra. The slowness of the tempo surprised some listeners, but this enabled Mr. Schor to put more expression in to his part than is frequently heard in performances of this piece.

Miss Nancy Krumm, a Middlebury junior, then performed two operatic arias, **Deh, Vieni** from Mozart's **Marriage of Figaro,** and **Mi chiamano Mimi** from Puccini's **La Boheme.** Miss Krumm gave a fine performance — her clarity and smoothness of tone have become proverbial, and they were very much in evidence. Unfortunately, she was practically drowned out by the orchestra at one point in the Puccini, but she was so much in control that the performance was not marred, and she finished no less perfectly than she began.

The high point of the evening, for this critic at least, was the performance of Charles Ives' Second Symphony. Dr. Carter is to be congratulated on his courage in attempting a performance of such a complex piece with such a small orchestra of semi-professional players. The orchestra is in turn to be congratulated on being able to perform it so well.

There were small problems where sudden changes of texture or rhythm appear in the music — it seemed to take a few measures for all the parts to fall into place as each such change occurred. There were also imbalances where one important line was submerged in the general texture of what should have been its accompaniment. Many of the jokes which abound in the score were rendered less than effective by such imbalances, but on the other hand, many other jokes were beautifully emphasized by Dr. Carter's firm conducting. Again the percussionist particularly over-emphasized a rhythm which, though important, should not have been so overwhelming.

But whatever may have been the problems anywhere in the concert (and they were scarce), whatever the imbalances where I, for one, would have preferred something different — all imperfections were completely made up for by the absolutely beautiful way in which Dr. Carter interpreted the final chord of the symphony. This final blaring dissonance is the best and most hilarious joke in the whole piece, and Dr. Carter made it all the more startling and playful by changing the texture slightly and adding a crescendo, to make the chord grow and develop even after it had sounded to end the piece.

Inner Confrontation

By Richard Fischer

Everybody's trying to find the war,
but it is like the wind:
  blowing everywhere
  and can't be caught.
When you speak of war
you're always in an apathetic calm:
  "The wind is blowing over there."
Mr. Nixon is a gale,
Hershey was a tornado,
Veitnam is a hurricane;
but still you speak
from an aloof tower of tranquility.
Moratorium Day:
in a single hour of silent meditation
you find a windstorm within yourself.
Those who fly through storms say:
  "The calmest spot is in the very center."
Are you strong enough to find peacefulness
wtihin your storm or self?
If every person would try to find peacefulness
within his storm of self,
perhaps the wind would stop blowing.

THE FOOD POEM

lunch
munch
lunch
munch
lunch
munch
lunch
munch
lunch

A SONG TO THE WIND

whoosh

THE AIR POEM

BY JOHN WINSHIP

Letters To The Editor

To the Editor::

I hope you'll find room to print this, since the issue that concerns me is and will remain very much alive. I'm referring to the recent decision of the Faculty to recommend that ROTC be continued in modified form. I, of course, respect the process by which this decision has been made, but I hope the issues will continue to be discussed. I did not find a chance to speak in the ROTC Faculty meeting before discussion ended, and I am writing down here what I might have said there.

I am in support of the minority recommendation to discontinue. I will not re-argue that recommendations but will consider only a couple of aspects of the rationale of those who supported the majority recommendation to modify. By doing this I hope to persuade some of them; in earlier stages of our study of ROTC (in the EPC last year) I myself supported the view that ROTC should be modified but retained. I hope at least to keep the issues open for debate and perhaps for further reconsideration.

The rationale of those who recommended modification contained the point that ROTC, like the earlier V-12 unit, allowed Middlebury to retain its co-educational character during the Korean War, and, earlier, during World War II. But surely and obviously the need to attract male bodies to Middlebury through ROTC no longer exists. Arguments as to **national,** rather than local, needs, both now and in the future, seem more significant. Here I am in general agreement with the minority recommendation to discontinue, and will not repeat any of it. I do not think that the argument of the minority as to present national needs and the College's posture is diminished if no specific programs to replace ROTC are suggested, as the majority recommendation argued. The College resources presently allocated to ROTC are, as far as I know, insignificant. But, if program suggestions are wanted, one use of space in the Field House might be a Community Service Center of some sort; one of the College's major problems now and for immediate future is its posture with respect to the community in which it finds itself. One possible service might be a Child Day Care Center and a nursery school, to be run as services and as laboratories by the Teacher Training program. There are of course other possibilities; one of them is even, at least theoretically, an entirely extra-curricular ROTC program.

The majority recommendation declared that the Teacher Training Program and ROTC do not differ greatly in outward appearance, in that both are "pre-professional." This is true, but is it relevant, since the inward realities are so radically different? The Vietnam war is in "outward appearance" very like the Korean War, and in some sense like any other war: people kill and maim one another for what they take to be good reasons. But the reality of world and even national attitudes toward Korea was very different from attitudes toward Vietnam. That is intended as an example, not as a moral posture. To end on a practical note: the Army has never, it seems to me, shown why its program **must** be part of the curriculum of an institution adopting it. Nor has the Army shown, or even asserted, to my knowledge, that the pool of liberally-educated officer candidates would be significantly diminished if ROTC programs were removed entirely from the campuses.

I hope that we will continue to discuss the status of ROTC, with a willingness to consider on its own merits **any** program offering important student services that can function entirely extra-curricularly. I write this with full awareness of the results of the student poll: three-fourths of those asked wish ROTC retained in either present or modified form. Had those polled been asked to express their view also as to whether or not ROTC should be retained only and en-

(*Continued on Page 13*)

Director's Note: Waiting For Godot

By BART TEUSH

We began this production with questions that were specific but by no means more reductive than the standard: Who is Godot? Will he or will he not come? We asked, rather, what brings these four men to the stage:? What brings any actor to a stage? Our answers were diverse: the desire to exhibit oneself; the desire to hide behind a character for protection and for self-expression; the challenge of a play; the need to play, and in that need, the desire to confront the pains and pleasures of the real world in a stage world where there are no real consequences, where everything and yet nothing happens.

Our premise for this production is a simple one. No man can for long tolerate silence; no man can be truly inactive. There is in these four men the abiding need to fill the empty space of a stage with gesture and to fill the silence of a stage with sound.

Estragon wants to sleep as often as he wants to play. In sleep, he dreams, his imagination plays. But in sleep he is alone and there are times when loneliness is intolerable. Vladimir chooses not to sleep. He lives his life of play, his life of the imagination, awake. He creates in this world the tree and the premise: we are waiting for Godot. Estragon has his music box; Vladimir has his tree and his premise. Both confirm each other's desire to live an imaginative life. But both interfere with the other's success in sustaining that world of imaginative play. Nonetheles, in their conflict, they retain a grasp on the human emotions: love, pity, sympathy, hate, jealousy, curiosity.

Pozzo and Lucky too have a substantial emotional and imaginative life. And yet they have somehow lost the vocabulary to express the emotive in their lives. They speak in monologue, obliquely, but constantly, to each other. Their play is more rare but their needs are no different than the needs of Didi and Gogo. They are not especially human; but they are compelled to play. Their play is more desperate. They are more alone. But they must survive in their own way ultimately less vulnerable than either Widi or Gogo.

None of them may die. No one dies on stage. All four are very much in that perpetual state of end-game, of check-mate. No one can truly change the outcome of the game for no piece may be taken away. They create the continual illusion of winning in a state of perpetual loss. Their victories are trivial and yet the play or inter-play among them is not. It is all that sustains them. In that it is essential. In that, Beckett's play is not complete until someone tries to act it out. Perhaps their pain is our pain. Perhaps it is not. They have chosen to live in the empty space of a stage. They have taken on the challenge to find something, to make something, in nothing. That they succeed at all is a major victory. That they have tried is perhaps absurd.

Sophist's Corner

Editor's note: Mr. Halapin, inspired by last week **Philosopher's (Sophist's?)** Corner, has resolved to publish his own thoughts, herewith appended, on the Moratorium.

By WILLIAM HALAPIN

The October 15 Moratorium began as a sign of student dissatisfaction with the conduct of the southeast Asian war by the Nixon Administration. The original scope of the moratorium was the college and university complex across the country. But as it became more and more publicized, businesses and other institutions decided to join the protect. It seemed that a sudden realization had occured to each one that he ought to do something to express his concern about the war. So, letters were written to the President and to Congress demonstrating this, hoping that more people might be influenced.

Now the October 15 Moratorium is over. What was it really an attempt to do? An attempt to bring a contemporary awareness to people who do not, or did not, seem to have any connection with contemporary ideas and thought. The civil rights movement is a similar attempt: getting people to realize that what was previously accepted as being basic to society is not now accepted as such.

In order to accomplish any change in the society, there must be a change in the basis of it. Ideally, any society should be totally contemporary with the people which the society affects. In our system, this is accomplished through a series of changes in the laws, the foundations of our society. What might have been a relevent law in 1900 may not be so now. It should be amended or done away with altogether.

The people who first set down the standards for their society were affected by thoughts, ideas, and priorities contemporary with them. As far ahead as they might guess the society would develop, they could not have forseen every development or change in the standards of times ahead. It seems, then, that we would have to be allowed to question, to protest, any law that is not applicable in a contemporary situation.

The only way that anyone could hold that these foundations are unchangeable would be if he had some insight into some abstract universal principles which would be basic to all modes of thought and action which could ever possibly occur. As man evolves, society should envolve with him. If not it would cease to function as something beneficial and act as a restraint to further development. Then something more than continual evolution is needed.

People functioning in a structured environment need to be constantly aware of what is going on around them; sensitive to changes in the contemporary manner of living. When these changes become apparent, corresponding changes must occur in the basis of the society.

Booters Destroy Union In Shutout

By SANDY HOLLIS

Last Saturday, playing to a large Homecoming crowd, the Middlebury soccer team gained its second win of the season. Outplaying the varsity eleven from Union College the entire game, the Panthers hustled to a 4-0 victory. In winning, the team produced their highest number of goals so far this season, while maintainng the outstanding defensive character they have displayed thus far.

Again, Coach Lawson started sophomore Hank O'Neill on the forward line, hoping to produce another goal like his solo shot in the 2-1 loss to Springfield the previous Wednesday. Junior Phil Wheelock broke back into the line-up at the other inside position, and with Howie Verman and Dave Shaw at the wings, a high scoring affair looked promising. The first period of play showed plenty of hustle and some fine defensive plays, but once again the Panthers failed to score.

With less than two minutes gone in the second quarter, and the offense pressing the Union goalie, Captain Reed Coughlan arched a lead pass directly in front of Wheelock who playing just off the left corner, promptly headed it in for the first score of the game. Fired up, Midd charged back and kept the ball in their offensive zone, when at 7:23 of the period, Shaw chipped the ball high and to the left corner of the net where Verman scored with one of his notable heads. For the remainder of the half, Middlebury continued pressing, with several good chances for goals just slipping by.

After the break, Midd pursued the offensive thrust with it finally paying off with only seven minutes gone by. Fullback Nat Ayer chipped it high from an indirect kick just inside midfield, and as it came down near the penalty area, Howie Verman headed it back to Woody Jackson. The senior halfback chest-trapped it, pushed it ahead several feet, and then shot directly for the far left hand corner. The goaler dived, but missed. This goal, the culmination of two perfectly executed plays, was the first score from outside range. With Jackson and fullback Bruce Foust, noted as the best back since the mid-fifties, backing up the aggressive forward line, the Panthers kept up their fine offensive play.

The fourth quarter brought the expected onslaught of Union's offense. For the first time since very early in the first period, Union was able to control the ball. However, with George Barr playing consistently well in the goal, and the two sophomore fullbacks Pabst and Ayer supporting him, the Union club was held scoreless. With five minutes left to play in the game, on a fine defensive play by Ayer, initiating a breakaway which was spoiled in the Union penalty area by an illegal hand, a penalty kick was called. Capt. Coughlan fired the still ball into the left hand side of the net giving Middlebury its fourth and final score.

The varsity is 2 and 3 now. So far they have not played consistently well enough to earn them the record they would be capable of if they always played as well as they did against Williams and Union. "Coach" Lawson still maintains his team is one of the best in New England, but in order to prove this, his players must concentrate on playing skillfully every game to gain a 7-3 record by the end of the season.

"Coach" Tom Lawson

The captain fights.

McNulty & Johnson Lead Developing Running Team

By DAVE MAAKESTAD

The Middlebury Cross Country team has had three meets so far this year, and has come up with two victories. On Saturday, Oct. 4, the team participated in a tri-meet with St. Michael's College and UVM on the Burlington course. A deep Catamount squad proved too much for the Panthers. But sophomore Joe McNulty's brilliant race and sunsequent win led the Midd kids to easily outrun the SMC harriers. The placement for the day was: UVM, Middlebury, SMC.

Homecoming Saturday, the Panthers defeated the Williams team by a close 27-30 margin. Outstanding Panther runners were Gary Johnson, Joe McNutly, Scott Helmers, and Scott Shorten, who placed 1, 2 5 and 7 respectively.

The meet marked McNulty's first intercollegiate cross country loss. It should, however, be noted that he had some bad luck, as he lost one shoe, and instead of putting it back on, simply discarded the other. "Barefoot Joe" continued for approximately two miles in this sore condition.

Commenting on his team, coach John Bower indicated that he was pleased. "The boys have shown remarkable progress" he said. "We're developing quite rapidly, but our main problem is depth. Only three out of our eight runners have had any real previous experience." The reason that depth is so important is the scoring system in cross country. The number you finish equals that number of points. Hence, Gary Johnson who placed first, received one point. The object is to get the least total points, and therefore time is not the crucial factor. Running as a team is, UVM in Bower's eyes is a really good squad in the Yankee Conference. All their runners finish in a solid group, separated by only several seconds, as opposed to Middlebury's lagging minutes.

Bower considered his team better than Williams, and accounted for the tight finish by explaining that Dag Berntsen developed cramps and could not complete the course. He would probably have placed fourth, and since you only count five runners, Middlebury would have totalled 19 points from 1, 2, 4, 5, and 7 finishes.

Frosh Soccer

By RICK HATHAWAY

The freshman soccer team is looking forward to drubbing the Norwich team today at 3:00 behind the fieldhouse. Although the team lost to R.P.I. 4-1, Oct. 3, their second game against Union showed improvement. Despite losing 2-1, the team hustled much more and played a more consistent ballgame. Via their two losses the team is learning a tough and wiry defense.

Led by John Perkins at centerfullback and topped off by three tough halfbacks Mike Schoenfield, Peter Kempers and Rick Hathaway the team's defense is clearly their strongest asset. It was in this area that the vast improvement was seen between R.P.I. and Union.

The most obvious weakness on the squad is in the teamwork on the front line. Playing a 4-3-3 the forward line is weak anyway and with the lack of teamwork it becomes an almost impossible task to score. Hence only two goals in two games and hence the lack of shots on goal. However, this line has the potential to be an exceptionally strong scoring team with the dribbling and hustling of John Akers, Brendan Buckley, and Bill Stehlin. But to be fulfilled this line needs to think and pass a good game too.

Another weakness on the team is the inexperienced coaching. This is Mr. Gary Walter's first year "out" for soccer and he cannot be expected to pull a team together easily. He is learning, along with the team, how to play good soccer.

Gridders Grit At 4-0 Succumb To Williams

By BOB SCHNEIDER

The as yet winless Middlebury football team went down to its fourth defeat last Saturday in a Homecoming battle with powerful Williams which ended with the Panthers on the short end of a 31-14 score.

Middlebury kicked off, and stopped the Ephmen cold on the first series of downs as Chris Grejtak recovered a Williams' fumble on third down. The Panthers could not move the ball, however, and were forced to punt without any substantial yardage gain. The power of the Williams' offense became apparent immediately as they drove 82 yards in nine plays to score their first touchdown. There were no passes attempted during the drive, as the Ephmen relied upon the running of quarterback Dick Smith, sensational Jack Maitland, and Dave Kubie, who scored from the two yard line. Jack Curtin kicked the conversion to make the score 7-0.

Lee Cartmill ran the ensuing kickoff back to the Middlebury 32, and the Panthers drove from that point to the Williams 21 yard line before the defense stiffened enough to take over the ball on downs. Once again, the Williams' running game ground out the necessary yardage, Kubie scoring his second touchdown on a nine yard run. The drive used 14 plays to cover the 79 yards, and once again, the Ephmen declined to even attempt a pass. Curtin's kick made the score 14-0 at the end of the first period.

Middlebury could not move the ball early in the second stanza, and was forced to punt. The snap from center sailed over Yeager's head, however, and he was forced to fall on the ball on his own 14 yard line. Williams tried to run the ball in, but Maitland fumbled on third down and Grejtak recovered again, this time on the Middlebury six yard line.

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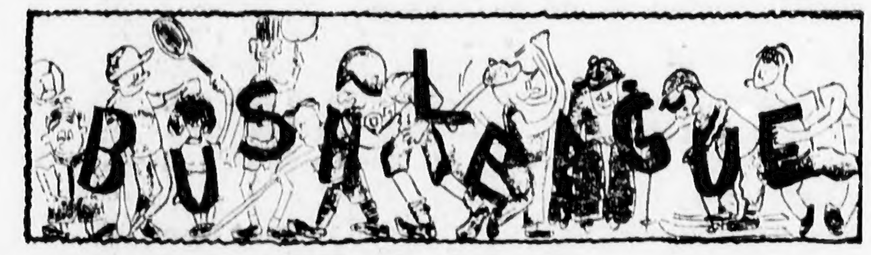

By JOHN STEVENSON

The Thrill of Victory

On the final play of the game, and trailing 25-19, DU QB Pete Nestler faded back into the pocket, as fleet end Rick Kelly streaked forty yards downfield towards the goal line. As the Zeta Psi line began to close in, he cocked his arm and sent a mighty bomb spiraling towards the right corner of the end zone. In a dramatic flash, Kelly and Zete defenders John Peterson and Gary Westerman leaped skyward for the pigskin. The sound of contact echoed across Lang Field, as Peterson, from high atop his opponent's shoulders, barely knocked the pass away. The game had ended, and for the second straight year Zeta Psi had come from behind to win the Intramural Touch Football Crown. The game was perhaps the most exciting of the season, as DU used its exceptional backs Nestler, Kelly, and Dave Pierson to return kick-offs, setting up their three touchdowns. Their regular offense, however, was not up to par, despite the brutal blocking of tackle John Olenoski. Fearful of the famous Kelly end sweep, Zete ends Tom Tobin and Ed Lord, backed up by Joel Conn and Toodge Johnson merely tried to contain, but not without punishment. DU's defensive line of Hereford, Johnston, and Skelly were often guilty of overcommitting thus allowing considerable running room for the Metlike Zete offense, which scored four times on passes to Al Wood, Jeff Reinhardson, Westerman, and on a sparkling run by the QB (your bashful author - Editor). Also playing outstanding games for the winners were Uncle Ron Calloway and rugged Pearl Monroe, whose mighty muscles made Jack Bouffard a believer on one incredible pass completion.

A Close Second

Chi Psi came in second ahead of DU, as a result of their 35-0 romp over the White Pillar Mob the day before. The Chipsis looked like the best team in the league, as **all** of their inspired players attended the contest. Their fearsome four man rush by Joe Sassano, Will Holbrook, Bill Bright, and Ken Conn was literally awesome, and enabled the talented Kelly very little time to throw. Steve Smith and Gene Oliver finally approached last year's form, and with Mike Mayne, Dave Hodgeson, and Bill Post in there to help, made the offense look equally unstoppable.

KDR finished a surprising fourth. Led by 3-house vet Don Spaidel, cagey Ed Yunck, and heady Dave Paulson, their pitch-and-go offense made them the most explosive team in the league, and genuinely worthy of

Continued on page 11

Ref. raises hands for Midd.

Philosophy Of A Quitter: Seen As A Step Forward

By NAT AYER

LACK OF MOTIVATION SEEN SIGN OF TIMES. That was one of the headlines that the Boston Herald ran concerning the "retirement" of Frank Champi, the Harvard quarterback whose only claim to football fame was his two minute-two touchdown entry into the celebrated Harvard-Yale 29-29 tie last fall.

Continuing this motivation theme, the Herald went on to say that currently the hardest problem of any coach is "keeping his players motivated."

One Greater Boston coach made the statement: **I can't treat players now the way I did 10 years ago. If I did, they'd walk off the field. They all want a reason for everything I tell them to do. I don't give orders any more. I give explanations.**

The author of the article followed this by saying that sometimes the explanations aren't good enough, and players quit.

The trouble is that young men today can't quite rank football up there with the Vietnam war, the race problem, the draft, the SDS. I don't blame them, but football still has important values to offer. It teaches loyalty, dedication, mental and physical toughness, pride, and courage.

The author ends with: "The game, however, isn't getting its message across . . ." Apparently these values were not sufficient to keep Frank Champi playing football. The following are some of his explanations as to why he discontinued his active participation in the sport:

I couldn't psyche myself up . . . What I am trying to prove? What does it really matter? Then I realized that I felt good that it was a tie, that nobody won or lost ... It's too mechanized. It does not allow for the human being. The whole concept of machine sports was just stopping me . . . You see people hit, getting hurt, it goes on and on. I seem to identify too readily with pain . . . To play as hard as you can is to hit as hard as you can. It's an absurdity . . . I'm too objective right now . . . I don't consider myself a loser or a coward or something. I'm not quitting. I just don't believe in it any more.

So, although Mr. Champi admitted to the Globe that the game has its fine points, he is saying that he has gotten all he can from it, and has given all he can also. Anything more would be almost hypocritical.

Sensitivity

The Globe notes that he is a poet; his own remarks indicate that he is pain-conscious and of a subjective frame of mind; thus I think it is fair to infer that he is a sensitive person, more so than the average person. This explains his reasoning, and why people might not understand his decision very easily.

I personally can relate to everything he says about football, especially the pre-meditated violence. But the violence is not limited to football alone. Soccer, hockey, basketball, lacrosse, all contact sports have become more or less obsessed with this idea of violence. When players and coaches talk about hurting members of the opposition, either for tactical reasons or revenge, I too begin to wonder if it is all that necessary and valid. Players laugh when a coach says that it would be good if a certain dangerous player could be taken out of the game. Players are so immersed in the drive to win that they actually laugh at this scheme. I don't think Frank Champi would.

I can also understand what he means when he says he cannot psyche himself up for games. Once a player starts to question the purpose of a competitive sport, and to wonder why he spends so much time playing a game, he will lose the momentum of fierce involvement that a competitive sport demands. I believe the idea that getting totally absorbed in something transforms that thing into something very real and vital, but, as one professor here has said, it is sometimes necessary to step back and look at what you're actually doing. It is possible that the picture in perspective might be horrifying, and you might change your emphasis.

So when Mr. Champi says that he doesn't believe in football any more, he is not so much leaving the sports scene as going to something else. I cannot say this for sure about Champi, but in my own case this is true. It seems to me that if someone has played a lot of sports he has simulaneously recognized their values. Coaches will tell you that sports are an image of life. Therefore, it is up to the individual to choose when, and if, he makes the distinction between the two. If someone has other interests, it seems logical that once he draws the distinction between the values inherent in sports and the actual playing of the games, he will soon leave the competitive athletic arena and put those same values to work in another field.

Disillusionment on field.

Along with the mental process in making this distinction comes the conflict between the newly developed attitude and the competitive interests on the field. The now-proverbial saying, "A tie is like kissing your sister." becomes almost a horror to hear. There is a loss of the fierce determination to participate in the various unpleasant aspects that are necessary to succeed in American sports. Winning becomes a pleasurable affair, but not all-important; and conversely, losing is simply a misfortune instead of a catastrophe.

Hence, the idea behind the Herald headline seems to me to be too destructive. Champi's "lack of motivation" refers only to his personal feelings about the means involved in competitive sports. He may be very highly motivated in writing poetry, making use of many values he learned from football. I would consider him fortunate to be exposed to football and his other interests. In his "retirement" he has made an important decision concerning his life. He has realized that he is not the type of athlete that America requires, that his goal is elsewhere, and he will most likely be able to turn to that goal with far greater drive than he could have before.

Svenn For More Spirit

Continued from page 10

the term razzle dazzle.

PKT's scoring punch of Fuzzy Dixon, Homer Jones, and Art Johnson were not as potent as expected, despite the tenacious blocking up front by Mike Jones, and QB Wayne Scott needed more help from the brotherhood in order for Slug to be successful.

Thus with football finally completed, the standings are as follows:

ZP	7-0	**KDR**	4-3
CP	6-1	**PKT**	1-6
DU	5-2	**ASP**	0-7

Theta Chi, the Independents, Hepburn, Stewart and the Faculty all failed to field teams.

ALL-BUSH

Offense: First Team, End, Pete Nestler, DU; end, Dave Hodgeson, CP; tackle, Rob Skelly, DU; center, Jeff Reinhardsen, ZP; QB, Don Spaidel, KDR; HB, Al Wood, ZP; HB, Ron Calloway, ZP.

Offense: Second Team, End, Dave Pierson, DU; end, Doug Monroe, ZP; tackle, Jim Hefti, ZP; center, Bill Hereford, DU; QB, Ed Yunck, KDR; HB, Larry Dixon, PKT.

Defense: End, Tom Tobin, ZP; end, Bill Bright, CP; tackle, Will Holbrook, CP; LB, Joel Conn, CP; HB, Dana Jones, PKT; HB, Spider Mills, DU; HB, Gary Westerman, ZP.

Conclusion

To conclude the unfinished thought of the last isue concerning the relationship between intramural participation and school spirit, it might be well to remember that departed champion of the gungho ahlee, Gerry Alaimo, who ofen remarked that participation in sports was like participation in life. Individual and team competition, with the goals of victory and fun, under the code is sportsmanship and fairplay, is a true builder of character. True, nowadays more than ever are we individuals, but in trying to achieve this ideal quest, we are sacrificing our loyalty and sense of belonging to what is mutually ours: Middlebury College. I merely suggest that by participating a little more in this area of intramural sports, that great old traditional feeling of pride in the Blue and White can be found. Perhaps it is not reattainable, but many of us juniors and seniors have seen and felt it, as did many of our visitors last weekend, and we believe as they did that it is as strong and self-satisfying an identity as that with the self. So think back sports fans, and remember that in 1958 they thought that long hair was a legend.

estranged date is still unknown.

RPI 6, Midd 0

The unfortunate soccer team ran into some difficulty this past Wednesday afternoon. They faced a very strong RPI club, and withered in front of its skillful eleven. By halftime the Panthers were down by four, and in the third quarter they let in two more.

The game was beautiful to watch, with RPI's red and white uniforms dancing around Middlebury's blue-on-blue. It was a sunny, warm afternoon, and the black and white ball showed well as it skittered along the green grass.

The difference between the clubs was individual skill. RPI's players made beautiful small passes and traps, keeping the ball on the ground, and hence under control. The red and white men moved the ball well, and simply outmanoeuvred the pressed Panthers. Midd lost, but the game was beautiful to watch.

Football Still Unlucky

Continued from page 10

The Panthers drove 94 yards to score, largely on the fine running of freshman Steve Stratos and the passing of Barry Metayer, who hit Cartmill several times and completed a crucial fourth down pass to John Touhy to keep the drive alive. Metayer scored the touchdown himself on a two yard run, but the kick was wide, leaving the score at 14-6.

Later in the same period, the Panther defense stopped a Williams' drive on their own 16 yard line, taking the ball over on downs. On the first play, however, defensive back Bill Pinnikawicz intercepted Metayer's pass in the flat and ran it back for a touchdown. Curtin kicked the point, leaving the score 21-6. The Ephmen mounted yet another drive at the very end of the half, but the Middlebury defense rose to the occasion, denying a score by stopping four running plays from inside the five yard line in the closing seconds.

Middlebury took the opening kickoff in the second half and fumbled immediately thereafter, for the third straight week. The Ephmen recovered at midfield, and used only five plays to cover the fifty yards to pay dirt, scoring this time on a pass (only their second of the day) from Smith to Chip Chandler. The conversion attempt was successful, leaving the score at 28-6. The Panthers came back, however, driving 67 yards in 12 plays, largely passes including a crucial fourth down completion to Bill DeSalvo inside the ten, to score on an eight yard toss from Metayer to Cartmill, who made a spectacular driving catch. Metayer then threw to Stratos for the two point conversion, making the score 28-14.

The fourth quarter was a see-saw battle, both offensives mounting good drives at times only to be thwarted short of a score, either by strong defense or by a miscue such as a fumble or an interception. The only score in the period was Curtin's 13 yard field goal, which made the final score 31-14.

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"Emerging America"

Continued from page 8

found in the nation's cities — the location of the second stage urban American, but rather in concentric circles around the cities, areas usually referred to as suburbs, a term which Goldman feels inadequate and misleading. ". . . **these bands are not really suburbs around cities, but rather concentric bands weaving and moving in and out of each other over great areas which come to have a certain common identity . . . about 40 to 45 percent of our population now live in these metro-American areas . . . but the influence of the metro American is less in his size and numbers . . . but even more important, in terms of his influence. If you study American life, go through field after field, you'll find that the men who count, who are setting the values, exerting the leadership of those areas, are primarily in the metro-American areas and have many of the metro-American values . . .**"

It is this metro-American, highly educated, affluent, in his thirties and forties, found primarily in the service industries, dominating their fields, particularly perhaps, that of the multimedia, situated geographically around urban areas, but with an independent identity and values system, whom Goldman describes as, ". . . **a man whose mind has been shaped by an environment which has been very good to him, but also no less formed by an American scene of aggravating big organizations, brassy media, very grinding social dislocations, and by a world situation of wars, and perhaps still worse wars. So his thinking, with this contrary set of circumstances creating him is largely a tangle of ambivalence . . . your metro-American is actively on the make, for example, economically and socially, but he shies away from the appearance of sheer money-amking . . . he prefers the manner of public spiritedness and cultivation. He has ideals, but he's skeptical of other people's and of his own (there comes the relativism). He is liberal, but horrified by ideology; he's tolerant, but intolerant of anything that anybody calls do-goodism; he's flexible, pragmatic . . . and a devotee of the ironic edge . . . the ironic edge in policy or anything else . . .**"

The Metro-American Influence on National Policy

The metro-American then, is in a sense, an anomaly: simultaneously the historical inheritor of the urban American tradition and the child of a "tangle of ambivalence" he largely determines the policies and values of the U. S. today. Goldman suggests that the conflict of liberalism and conservatism, the tendency to approach all issues from all sides has led to a lack of clarity and committment which has become the main characteristic of metro-American governmental policy. The metro-American is an internationalist, in foreign affairs: he realizes that the U.S. must be involved in world politics, but he is also an isolationist in the sense that he demands a justification of policies in terms of the following 3 questions, "is the foreign policy commensurate with our strength? " does it represent the proper priorities for our country?" and "does it result in drafting my son?"

Similarly, in domestic affairs, the attitudes of the metro-American are blurred and confused. They submit for example, that Negroes must have equality, but demand that they achieve it by actively organizing, forming a pressure group and competing with other segments of the society for the benefits which that society has to offer those who court it calmly.

This has resulted, in Goldman's views, in a radically new realignment of groups in American politics: the union of the economically poor on the bottom of the social scale, with the extremely affluent at the top, against the urban middle class. This realignment was evident in the Los Angeles, Minneapolis and New York primaries, as well as in the last Presidential election.

The "in-between" policies of the metro-American has also resulted in a move towards "participatory politics," and, ". . . **the instrumentation of a kind of governmental machinery which is going to amount to a system where the federal government sets up certain broad guidelines in the great fields of education, health, etc., but the administration of it . . . and actually working out the details of the guidelines, are left to local communities and states . . . a new layer of government between Washington and the communities . . . trying to affect the larger national picture now as much by operating from below as from above.**"

The Craggy Incline

Goldman carefully declined to make a definite judgement of the emerging metro-American, and his increasing influence on American values. He ended his lecture by warning that the next period in the history of American life will be as crucial, if not more so than those which preceded it, and closed with the following cautionary exhortation:

"**Where we stumbled it was primarily because, new, avant garde and creative and progressive as we were, we were still trying to cling to some old, comfortable certitudes; we were still trying to glide into the future . . . without doing the really rough action of breaking with the past . . . in this rendevous of yours of a decidedly creggy incline . . . you will know more where you are going, know more when you get there, if early in the climb you will sweep away the debris of the past, if you will sweep away with all the wondrous power of youth's freshness, the half truths and the inanities of another generation's cosmic thinkers, newspaper pundits, and ideologues . . .**"

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LETTERS

Continued from page 9

tirely as an extra-curricular program, the results might not have seemed so conclusive. And I would have to assert finally that a decision of this kind, in that it affects so intimately the curriculum of the College in a long-range way, should be decided by the Faculty alone — period — with due respect for student opinion, but without necessarily allowing conclusive weight for that opinion.

Sincerely,
Edward A. Martin

War Stand

To h Editor

Lest we forget, there was a time on this campus — and in the nation at large — when protesting the Vietnam war was not the "in" thing to do, when it took real moral conviction to dissent with the policies of our gvernment, and when a published petition in the **New York Times** could enlist no more than three faculty signatures from Middlebury College. Although it has taken almost five years, more than one hundred billion dollars, and nearly 40,000 lives to convince them — **and** the nation at large — of the futility of this struggle. I commend those of my colleagues who have finally found themselves 'secure' enough to stand up and be counted. Moral convictions may be late in coming, but better late than never! Now let's see some concerted support for global population control and the protection of environmental quality befre hunger and pollution demonstrate the total futility of human existence!

Sincerely yours,
Vincent H. Malmstrom
Professor

Flag Waving

To the editor:

Wednesday's moratorium was marred by one unfortunate, yet all too symbolic event. Certain elements of the Middlebury community saw fit to demean the American flag, by having it blatantly displayed in new and numerous locations in apparent defiance, to a movement whose specific aim is peace. This reactionary demonstration is regrettably typical of the new meaning that the flag is coming to assume. The South seems to have claimed White for racism. Must Red signify what it so convincingly connotes?

It is difficult to interpret the flag on the common and elsewhere as anything but an affirmation of the United States as a war-oriented nation, determined to pursue a policy paid for with international respect and the lives of boys, both urban and rural. The only sane way to support them is to withdraw them. To indicate blind nationalistic approval is to insure the death of thousands more. Peace will only come when this current administration confronts in deed the universal realization that this war is an abominable error. Errors are corrected by retraction, not elongation.

Let us hope that the next month, presenting a concerted front for peace, the flags may remain respectfully furled, waiting until that day when they may be flown again with pride.

John S. Hoffman

Victim of bombphobia roams earth in attempt to escape atom.

No Sex!

To the Editor:

Please do not treat this letter lightly, as we, the writers, most certainly DO NOT.

I am confident, that both you and I fully realize what this present "jet age," has contributed, to the moral decay of increasing numbers of our youth, ie: movies, television, music and fashions, drugs.

Indications all point to a very possible, 20th Centrury, **"Sodom and Gomorrah."** WE MUST NEVER PERMIT THIS TO HAPPEN . . . NEVER . . . NEVER!

What can be done ? ? ?

To us, just everyday working people, here in Corning, N.Y., there is only one answer . . . FIGHT . . . FIGHT, and keep FIGHTING, until this evil is destroyed.

From the beginning, we have advocated sex education in the schools, as we feel, "tell it like it is," so that when confronted with various situations, one knows how to react.

In our small way, we have decided to do the following, (which I am sure will be laughed at, and ridiculous by many.) However, we are dedicated and determined, and perhaps, being Godfearing people that you are, as are we, you will help us.

As an incentive to our youth, as something to be proud of, and look up to, we have founded a **"No Sex Before Marriage"** club, and furnishing for the small sum of $3.00, a lovely certificate, 8 by 11 and suitable for framing, showing membership in this club, with his or her name, or the name of a group, organization, etc., inscribed thereon, in addition to buttons and wallet size cards. **This is an exclusive college organization.**

We are parents ourselves, and we regret the charge of $3.00, yet this is necessary to cover the costs of printing and handling, and helps to partially finance our planned college lecture tours of our President and Vice President.

We desire nothing for ourselves, save the realization that perhaps our small effort will, in some way, help guide our youth on the only true path to happines and salvation . . . the path of righteousnes.

Our President has appeared on television in order to further

(*Continued on Page 14*)

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NSBM . .

(*Continued from Page 13*)

our goal, and already, at this time, we can boast numerous members, both male and female, from many colleges throughout the country.

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Please let us hear from you. (You may send cash or money order.)

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Conference . .

He joined the faculty of Hebrew Union in 1952, served as Provost for nine years, beginning in 1957, was named Distinguished Service Professor in 1966, and received a distinguished alumni citation from Missouri that same year.

Earlier, he had been Hillel Professor of Jewish Literature and Thought at Vanderbilt University, 1949-52, and director of the Hillel Foundation at Yale, 1946-49. He served for nearly four years in World War II as a Navy chaplain.

Dr. Sandmel was honorary visiting principal of Leo Baeck College, London, England, 1968-69, while on sabbatical leave from Hebrew Union.

He is the author of several books and has contributed numerous articles to scientific journals and encyclopedias. His latest work, published in the spring, is "First Christian Century in Judaism and Christianity."

Sorority rush will start during winter carnival. Klondike once again expects the largest number of pledges.

Faculty And Administration Members Chosen For Governance Committee

Faculty and Administrative members were appointed to the Committee on College Governance last week. Faculty members, as elected by the faculty are: tenured: Professors Clifford, Gleason and Turner; untenured: Professors Hibbard and Polefka, and Mr. DeLetis. Administrative personnel as appointed by President of the College James I. Armstrong are: Dean of the Faculty Paul Cubeta, Dean of Women Elizabeth Kelly and Dean of the College Dennis O'Brien.

In a letter to the members of the committee, the President noted that he had "slightly modified the charge of the Committee as publically announced in order to emphasize the need to identify anew the role of each full-time component" (faculty students and administrative staff.) He outlines the charge of the Committee as reviewing the organizational structures of the College with special reference to "the role of the faculty, students, administration, and trustees, and means of communication among and between each group," and the "structure of policy decision-making." The Governance Committee will confer with the special Trustee Committee on the Role of the Trustees.

President Armstrong first proposed the Governance Committee last Spring at the May faculty meeting. In his convocation address this Fall, he further expounded on the structure of the Committee which he set up with 6 faculty members (3 tenured and 3 untenured,) 4 students, and 3 administrators. The students were selected by the Student Senate at one of its first meetings this fall. They are Nancy Grimes, Peter Delman, Ted Hobson and Mary Reardon. The Senate has formed a sub-committee on Governance to work with the students on the Governance Committee.

The Committee will submit "recommendations to the President and Board of Trustees for such changes as the Committee believes to be most conducive to the fulfillment of the College's purposes (learning and teaching.)" The President added that it "will doubtless take considerable time to work out solutions to some problems," but that "others may be resolved rather more rapidly. If this proves the case" he urges the Committee "not to feel constrained to complete the whole task before submitting recommendations on which there is agreement."

I want to be an Airborne Ranger,
I want to live a life of danger
I want to go to Vietnam,
I want to kill a Vietcong.

— Army Standard

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editor out to dinner week.

This week is bring a CAMPUS

Students Here To Teach Art For Local Children

The first session of children's art classes will begin this Saturday in the Johnson Building. Third through sixth-graders of Middlebury and nearby areas will take over the corner studios on the second floor for eight consecutive Saturdays from 9-11 a.m.

Classes will run from fifteen to twenty students each, with two college students teaching each group. Glen Krug, Natasha Kempers, Steve Caldwell, and Pam Hanson will begin the session as teachers. After four weeks, Carol Cheney, Peter Delman, and Sue Parlow will take over. Laurie Miner is coordinator of the program.

The idea for the classes arose from interest expressed by some townspeople. With only one art teacher, Middlebury elementary students get one half hour of art a week in school. The smaller, nearby grade schools have no art teacher; projects depend on the individual teacher.

The Friends of Art at Middlebury College agreed to sponsor the program, and Dr. A. Richard Turner began the organization. The final planning was done by Mr. Turner and the eight students, with Mr. Bruce Muirhead acting as advisor on curriculum and supplies.

The first project will be a large "fantasy" painting, encouraging imagination. Later ideas include such things as potato block printing, mosaics, and a group-effort mural.

If all goes well in this fall session, classes will be resumed in the spring for eight or ten weeks.

The lessons cost eight dollars per child which includes the materials to be used.

Smile!

All Photographs in this issue are by Skip Atwater

Dr. Sandmel To Speak At Religion Conference

Dr. Samuel Sandmel, professor of Bible and Hellenistic Literature at Hebrew Union College Jewish Institute of Religion, Cincinnati, Ohio, will be the featured speaker at the annual Middlebury College Religion Conference, Oct. 23 - 25.

One of the country's leading Jewish authorities on Christianity, Dr. Sandmel will deliver a series of lectures following the theme "Religion and Its Enjoyment Today."

All events are open to the public.

The Conference will open 8 p.m. Thursday, Oct. 23, with a lecture at Dana Auditorium by Dr. Sandmel entitled "Judaism and Chrihtianity; Overlap and Difference."

On Friday there will be a lecture at 3 p.m. in Dana on "The Enjoyment of Scripture," and an informal discussion is scheduled for 8 p.m. in Proctor Hall Lounge. Dr. Sandmel will lecture again at 11 a.m. Saturday in Dana on the ":Nature of Jewish Piety," to conclude the Conference.

A native of Dayton, Ohio, Dr. Sandmel received his B. A. from the University of Missouri and his Ph.D. from Yale. He also graduated from Hebrew Union College and was ordained there in 1937.

(*Continued on Page* 14)

LIBERAL ARTS MAJORS:

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The deadline for PQT applications is November 21 (for the December 6 test). Pick up a PQT Bulletin at your Placement Office. It contains full details and the necessary test registration form. College Relations Branch, National Security Agency, Ft. George G. Meade, Maryland 20755. Attn: M321. An equal opportunity employer, M&F.

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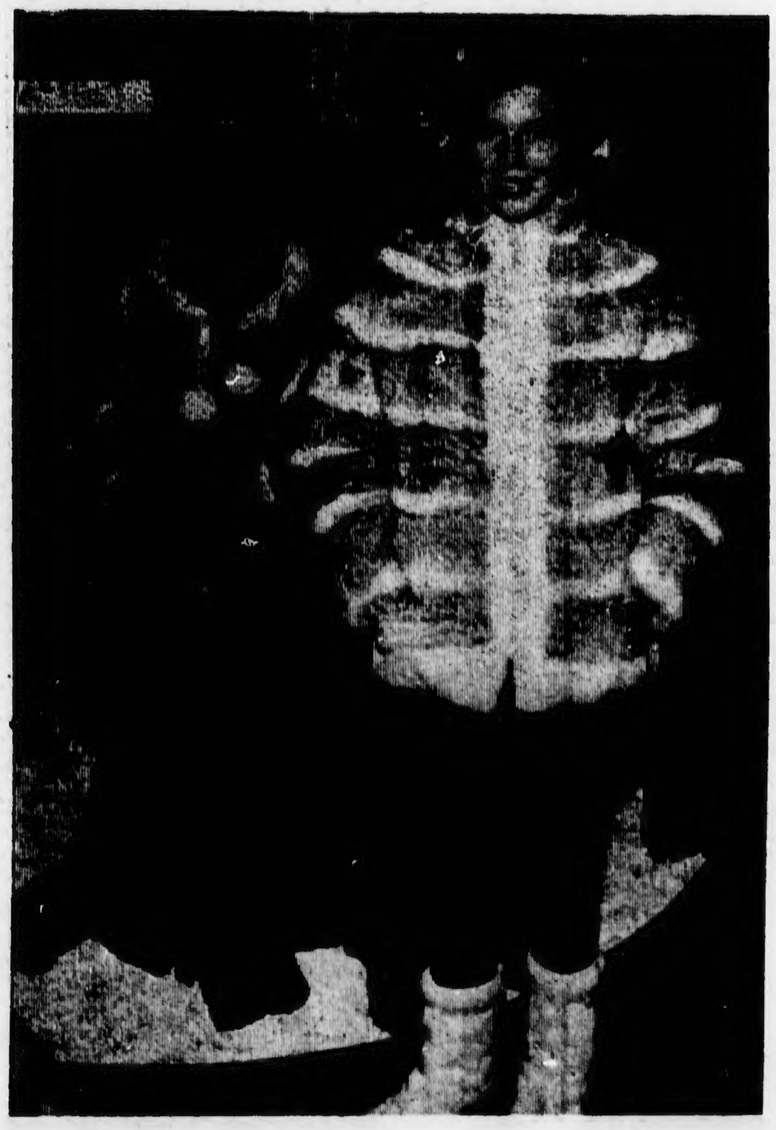

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